

# BODY BIOGRAPHY PROJECT

**COLLABORATIVE POSTERS WORK IDEALLY IN SMALL GROUPS:**

- ❑ Small group poster- comes with 4 pieces for your students to collaborate. Groups of 2-6 can work together successfully and harmoniously.
- ❑ Perfect for a reading circle, student centered review, whole class biography study in small groups.
- ❑ Poster Rubric
- ❑ Reflection Questions
- ❑ Teacher instructions for collaboration poster, philosophy, background, and procedure.
- ❑ Student Learning Outcomes:

## Reading:

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

## Writing:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Speaking & Listening:

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

## Language:

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning of style, and to comprehend more fully when reading or listening.

- ❑ CCSS: Reading: Literature II-12.1-6  
Reading: Informational Text II-12.1-3  
Writing II-12.1a-8  
Speaking & Listening II-12.1a-1d  
Language II-12.2b-5b



Study All  
**KNIGHT**

DANIELLE KNIGHT 2019©

# BODY BIOGRAPHY PROJECT



IN CASE YOU HAVE QUESTIONS...HERE ARE SOME ANSWERS THAT WILL HELP YOU

*Q: If I have borders on my poster, what's the best way to remove them?*

The poster pieces should appear to have outside borders. The student's piece has a dashed guideline to ensure cutting the piece out goes smoothly. Paper trimmers work really well, but your average pair of scissors work fine. The rectangle poster piece is easy to cut. ONLY cut along the dashed lines. I did this so the poster does have a small outside border and no inside border.

*Q: What sort of paper is best to use?*

I recommend white 8.5x 11 regular run-of-the-mill paper. For best results, of course, you can use good quality card stock. Thick paper is less likely to curl up, and so is easier to stick together when creating a poster. Be sure you know how to print on card stock if you choose to use thicker paper.

*Q: How should I keep track of the blocks (pieces) that go next to each other when assembling the poster?*

There are only four pieces in the poster. I like to put the poster together first then color. This way it all flows and looks coherent.

*Q: What is the best way to assemble the poster?*

I like to assemble the poster on a flat surface, face down (tape on the back) and use masking tape to stick pages together. This way you have a full poster that you can move around and position. This is not the only method, though. I've seen teachers attach individual pieces to a bulletin board and assemble as the pieces are turned in. Either way...it will look awesome!

# BODY BIOGRAPHY PROJECT



Are your students disinterested and tired of the traditional ways to learning characterization? Have you been searching for a really fun, student centered, interactive way to eliminate their boredom? Well look no further! I present to you a wonderful student-collaboration activity that will get your students involved and excited for character analysis for any novel, biography study, mythology, current events, or for creative writing and character development.

## About the Body Biography project

This project is an excellent representation of how students can conduct an analysis for a notable person or biography your students are studying in class. At the upper elementary, middle school, and high school level, we usually rely on just discussing success stories. We want our students to infer tangible traits and values from accurate details found in the text.

This task really engages your students to infer those traits but also allows them to show their knowledge by applying those traits as they create a body biography which includes details from the person's perspective. The project provides an opportunity for your student to explore together the supporting reasons for the traits they have chosen for their mythology inspired biography study's poster.

## What's the Objective?

The student objectives for To Kill A Mockingbird Body Biography Project are as follows:

- Review what is supportive evidence
- Define the literary term "character trait" and explore how to provide details that support their inferences (apply this skill similar to exploring a fictional text).
- Use the novel, class notes, and web resources to research the character (subject) , then cite evidence to find accurate and descriptive word choice.
- Fill out To Kill A Mockingbird Body Biography graphic organizer/poster

Group work should promote:

- Intellectual understanding, abilities and skills.
- Communication, cooperative and teamwork skills such as planning, management, leadership and peer support.
- Personal growth (increased self esteem and self confidence).

# BODY BIOGRAPHY PROJECT



## Remember the 4 C's for 21<sup>st</sup> Century Learning

1. *Communication: They are working together to problem solve. Students need to be able to communicate their ideas and thoughts to one another in order to complete their body biography.*
2. *Collaboration: Students form roles within the group. They learn how to work together towards a common goal, not against each other. They learn how to bounce ideas off one another, and not shut down other students thought.*
3. *Critical Thinking: Encourage students to analyze, to organize, to evaluate and to implement strategies they have previously learned in order to complete their project.*
4. *Creativity: This allows students to think outside the box to come up with possible assets to embellish their projects. The ideas won't just jump out at them- they will need to use a little creativity to depict their notable person's body biography.*

## Teaching Tips

- *Moving desks together or allowing students to work at a table works best for this activity.*
- *Due to the length of the poster (32 inches) your students will want to have a wider and longer space to work.*
- *Scissors for each group.*
- *Have markers, crayons, pencils and tape accessible and ready*
- *Displaying To Kill A Mockingbird body biography posters are really exciting for the students to see around the classroom - so plan on where you will display them! 😊*

# BODY BIOGRAPHY PROJECT



**TO KILL A MOCKINGBIRD**  
**ATTICUS FINCH**  
 By Harper Lee

**3 DIRECT QUOTES**

- I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It's when you know you're licked before you begin, but you begin anyway and see it through no matter what.
- You never really understand a person until you consider things from his point of view - until you climb into his skin and walk around in it.
- "Before I can live with other folks I have to live with myself." "It's not time to worry yet."

**THOUGHTS ABOUT INNER-SELF**  
 Atticus sees himself as a simple man, no better than anyone else. He is poor because the rest of the country is poor.

**APPEARANCE / PHYSICAL DESCRIPTION**  
 A formidable and respectable man of the 1930's. He is slightly older than the average father of an 8 year old during this time period.

**STRENGTHS**  
 he believes everyone deserves a fair shake he never gives up he believes in doing what is right

**SYMBOLS**  
 JUSTICE  
 PATIENCE  
 GROWTH

**WANTS TO CONTROL**  
 Atticus wants to control the outcome of the trial. He knows what is right and is frustrated that he is already "licked."

**LOVES CARES ABOUT**  
 ATTICUS CARES ABOUT HIS CHILDREN, MAYCOMB AND THE TRUTH.

**VICES**  
 Atticus doesn't have many, if any vices. He is a man that is true to himself. His biggest vice might be reading and reading time to unwind in silence.

**CHANGED / SAME**  
 Atticus thankfully does not change from the beginning to the end of the novel. He has always done his best at everything and that doesn't change even though he gets an impossible case.

**VALUES / BELIEFS**  
 Atticus values his family and believes in raising his children to be good christian people. He believes everyone is equal.

**GOAL**  
 Atticus' goal from the get go is to at least get Tom a fair trial. He wants to make sure he is doing what is best for his client while setting a good example for his children.

**CHALLENGE**  
 Atticus' biggest challenge is getting people to see Tom as a person and not the way others do.

**BEST ACCOMPLISHMENT**  
 His best accomplishment is "winning" the trial. Though the jury did not rule in his favor, it took them hours instead of minutes to come to a decision.

**FAMILY**  
 JEAN LOUISA SCOTT FINCH IS DAUGHTER AND JEREMY FINCH IS HIS SON.

**PERSONALITY**  
 FORMAL AND VERY RESPONSIBLE. YOU SEE SMALL MOMENTS OF FUN.

**BACKGROUND**  
 HE WAS MAYCOMB BORN AND BREED LEAVING ONLY FOR SCHOOL. HE WAS FROM A WELL TO DO FAMILY.

**CONFLICT**  
 HE IS APPOINTED A CASE THAT IS IMPOSSIBLE TO WIN. IT'S AS SIMPLE AS BLACK AND WHITE.

## How To Grade

Using the provided rubric, it is simple to grade this group project. Each item on the grading rubric is given a specific amount of points. You can alter the points if you choose.

I hope your students find this project to be as engaging and educational as my students have. It truly is a fun project to watch and the end results are awesome. Good luck!

I would love to see pictures of your students engaged in the body biography project. I love when students are having fun while learning and collaborating. Tag me on Instagram, Twitter, or Facebook @studyallknight .

My email is [studyallknight@gmail.com](mailto:studyallknight@gmail.com). Best wishes! And thank you for purchasing!

THANK YOU!

Danielle Knight

# **BODY BIOGRAPHY PROJECT REFLECTION QUESTIONS**

Subject Title: \_\_\_\_\_ Members: \_\_\_\_\_  
\_\_\_\_\_

*What was the best thing about the way your body biography group worked together?*

*How did group members push each other to reach their potential?*

*What was one problem your group experienced?*

*How did your group solve it?*

*Looking back, what else might you have done to solve it?*

*How did group members react to the result of criticism and feedback?*

*Did your group achieve their specific goals related to your group's vision?*

*How could working in a small group be improved in the future?*

# BODY BIOGRAPHY PROJECT

## THE CATEGORIES OF TO KILL A MOCKINGBIRD BIOGRAPHY PROJECT

1. **Direct Quotes:** Three direct quotations from the story that sum up the character and add to an understanding of the character. These quotes do not necessarily need to be spoken by the character. Possibly, another character says them in regard to your character.
2. **Virtues:** What are your character's best qualities?
3. **Vices:** What are your character's worst qualities? This can be weaknesses and flaws.
4. **Loves / Cares About:** This should represent what this character loves most.
5. **Thoughts about inner-self / Appears to others:** Consider both how your character appears to others on the surface and what you know about the character's inner-self (what the character really thinks about their own self).
6. **Tries to Control:** What is an example of how your character tries to seek control.
7. **Symbols:** What objects can you associate/relate with your character? Colors can also have a symbolic meaning.
8. **Goals:** What does this character want? What actions do they take? These actions often create the conflict. How does this character's goals create the conflict?
9. **Best Accomplishment:** What is this character's best achievement? What is their proudest moment?
10. **Challenge:** What is standing in your character's way? What is holding them back from achieving their goal? Is this someone? Or a character flaw? An event?
11. **Physical Appearance / Description:** What You Notice First. These are defining traits or features about the character. These are aspects that are visually apparent, knowing nothing else about the person. The first thing you see when you look at someone could be their hair, clothes, nose, or figure.
12. **Stayed the Same / Changed:** Is this character static or dynamic? Are there any changes that this character has "undergone?" Changes are notable in the text are usually *within* the character. Could be outlook, insight or understanding. Commonly, changes in commitment, in values, allegiance, stature. Not all characters are dynamic. Find evidence of both.

# TO KILL A MOCKINGBIRD BODY BIOGRAPHY PROJECT RUBRIC

CHARACTER: \_\_\_\_\_

Members: \_\_\_\_\_

	<b>NOVICE 5</b>	<b>EMERGING 10</b>	<b>ACCOMPLISHED 15</b>	<b>EXEMPLARY 20</b>
<b>TASK DISCUSSION</b>	<i>Does not participate in group discussions. Offers little input and makes no personal connections to the project. Doesn't ask questions. No evidence of research.</i>	<i>Participates but hesitates in group discussions. Offers little input and makes limited connections to the project. Asks few questions.</i>	<i>Valid and appropriate input in group discussions. Offers some insightful opinions and makes connection to the project. Will occasionally ask insightful questions.</i>	<i>Participates positively in project discussions. Offers insightful and thoughtful opinions and makes important connections to the project.</i>
<b>MEMBER ROLE</b>	<i>Rarely completes role tasks properly and not always on time. Tasks are done with little or no genuine effort.</i>	<i>Sometimes completes role tasks properly but not always on time. Tasks are done with minimal effort.</i>	<i>Completes role tasks independently and on time. Tasks are thoughtfully done with great effort.</i>	<i>Completes role tasks independently and on time. Tasks are thoughtfully done shows extension of the activity.</i>
<b>RESEARCH</b>	<i>Rarely completes assigned research on schedule.</i>	<i>Sometimes has assigned research completed on schedule.</i>	<i>Usually has assigned research completed on schedule.</i>	<i>Has assigned research completed on schedule.</i>
<b>ON TASK / FOLLOWS DIRECTIONS</b>	<i>Off task the majority of the time and disruptive to the group. Missing categories from completed project. Not colored in.</i>	<i>Sometimes follows the directions but is off task some of the time. Missing categories from completed project. Not completely colored in.</i>	<i>Follows direction and is off task occasionally. Missing categories from completed project. Not completely colored in.</i>	<i>Follows the discussion and task steps consistently. All categories are completed project. Completely colored in.</i>
<b>RESPECT</b>	<i>Usually chooses to contradict or ignore the group in an uncooperative manner.</i>	<i>Interrupts when others are contributing in an attempt to override with his/her ideas.</i>	<i>Usually respects the opinions of others and demonstrates a willingness to participate cooperatively.</i>	<i>Respects the opinions of others. Encourages and supports the ideas and efforts of others in a cooperative manner.</i>